

Washington Center Special

2 Betty Spencer Drive
Greenville, South Carolina 29607

Grades	K-12 Elementary School	
Enrollment	121 Students	
Principal	Ann T. Poole	864-355-0250
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Charles J. Saylor	864-268-3128

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

N/A

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
N/A	N/A	N/A	N/A	N/A

IMPROVEMENT RATING

N/A

ADEQUATE YEARLY PROGRESS

NO

This school met 6 out of 7 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	N/A	N/A	N/A
2004	N/A	N/A	No
2005	N/A	N/A	Yes
2006	N/A	N/A	No

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING





Percent of students tested in 2005–06 whose 2004–05 test scores were located.

100.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)English/Language ArtsMathematicsScienceSocial Studies

Our School

Elementary Schools with Students like Ours**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	45	100.0	10.0	30.0	27.5	32.5	60.0	Yes	Yes
Gender									
Male	28	100.0	12.0	28.0	24.0	36.0	60.0	N/A	N/A
Female	17	100.0	6.7	33.3	33.3	26.7	60.0	N/A	N/A
Racial/Ethnic Group									
White	26	100.0	18.2	27.3	31.8	22.7	54.5	I/S	I/S
African American	19	100.0	0.0	33.3	22.2	44.4	66.7	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	45	100.0	10.0	30.0	27.5	32.5	60.0	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	45	100.0	10.0	30.0	27.5	32.5	60.0	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	45	100.0	10.0	30.0	27.5	32.5	60.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	31	100.0	6.9	34.5	27.6	31.0	58.6	I/S	I/S
Full-pay meals	14	100.0	18.2	18.2	27.3	36.4	63.6	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	45	100.0	10.0	37.5	12.5	40.0	52.5	Yes	Yes
Gender									
Male	28	100.0	8.0	36.0	16.0	40.0	56.0	N/A	N/A
Female	17	100.0	13.3	40.0	6.7	40.0	46.7	N/A	N/A
Racial/Ethnic Group									
White	26	100.0	13.6	45.5	18.2	22.7	40.9	I/S	I/S
African American	19	100.0	5.6	27.8	5.6	61.1	66.7	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	45	100.0	10.0	37.5	12.5	40.0	52.5	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	45	100.0	10.0	37.5	12.5	40.0	52.5	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	45	100.0	10.0	37.5	12.5	40.0	52.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	31	100.0	3.4	41.4	10.3	44.8	55.2	I/S	I/S
Full-pay meals	14	100.0	27.3	27.3	18.2	27.3	45.5	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	45	100.0	5.0	30.0	22.5	42.5	65.0
Gender							
Male	28	100.0	4.0	28.0	28.0	40.0	68.0
Female	17	100.0	6.7	33.3	13.3	46.7	60.0
Racial/Ethnic Group							
White	26	100.0	9.1	36.4	27.3	27.3	54.5
African American	19	100.0	0.0	22.2	16.7	61.1	77.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	45	100.0	5.0	30.0	22.5	42.5	65.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	45	100.0	5.0	30.0	22.5	42.5	65.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	45	100.0	5.0	30.0	22.5	42.5	65.0
Socio-Economic Status							
Subsidized meals	31	100.0	3.4	27.6	20.7	48.3	69.0
Full-pay meals	14	100.0	9.1	36.4	27.3	27.3	54.5

Social Studies							
All Students	45	100.0	10.0	32.5	15.0	42.5	57.5
Gender							
Male	28	100.0	4.0	32.0	12.0	52.0	64.0
Female	17	100.0	20.0	33.3	20.0	26.7	46.7
Racial/Ethnic Group							
White	26	100.0	9.1	40.9	13.6	36.4	50.0
African American	19	100.0	11.1	22.2	16.7	50.0	66.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	45	100.0	10.0	32.5	15.0	42.5	57.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	45	100.0	10.0	32.5	15.0	42.5	57.5
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	45	100.0	10.0	32.5	15.0	42.5	57.5
Socio-Economic Status							
Subsidized meals	31	100.0	10.3	27.6	10.3	51.7	62.1
Full-pay meals	14	100.0	9.1	45.5	27.3	18.2	45.5

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	7	100.0	N/A	N/A	N/A	N/A	N/A
	4	10	100.0	N/A	N/A	N/A	N/A	N/A
	5	1	100.0	N/A	N/A	N/A	N/A	N/A
	6	8	100.0	N/A	N/A	N/A	N/A	N/A
	7	7	100.0	N/A	N/A	N/A	N/A	N/A
	8	8	100.0	N/A	N/A	N/A	N/A	N/A
2006	3	14	100.0	0.0	30.8	30.8	38.5	69.2
	4	6	100.0	I/S	I/S	I/S	I/S	I/S
	5	10	100.0	I/S	I/S	I/S	I/S	I/S
	6	4	100.0	I/S	I/S	I/S	I/S	I/S
	7	7	100.0	I/S	I/S	I/S	I/S	I/S
	8	4	100.0	I/S	I/S	I/S	I/S	I/S
Mathematics								
2005	3	7	100.0	N/A	N/A	N/A	N/A	N/A
	4	10	100.0	N/A	N/A	N/A	N/A	N/A
	5	1	100.0	N/A	N/A	N/A	N/A	N/A
	6	8	100.0	N/A	N/A	N/A	N/A	N/A
	7	7	100.0	N/A	N/A	N/A	N/A	N/A
	8	8	100.0	N/A	N/A	N/A	N/A	N/A
2006	3	14	100.0	0.0	53.8	0.0	46.2	46.2
	4	6	100.0	I/S	I/S	I/S	I/S	I/S
	5	10	100.0	I/S	I/S	I/S	I/S	I/S
	6	4	100.0	I/S	I/S	I/S	I/S	I/S
	7	7	100.0	I/S	I/S	I/S	I/S	I/S
	8	4	100.0	I/S	I/S	I/S	I/S	I/S
Science								
2005	3	7	100.0	N/A	N/A	N/A	N/A	N/A
	4	10	100.0	N/A	N/A	N/A	N/A	N/A
	5	1	100.0	N/A	N/A	N/A	N/A	N/A
	6	8	100.0	N/A	N/A	N/A	N/A	N/A
	7	7	100.0	N/A	N/A	N/A	N/A	N/A
	8	8	100.0	N/A	N/A	N/A	N/A	N/A
2006	3	14	100.0	0.0	46.2	7.7	46.2	53.8
	4	6	100.0	I/S	I/S	I/S	I/S	I/S
	5	10	100.0	I/S	I/S	I/S	I/S	I/S
	6	4	100.0	I/S	I/S	I/S	I/S	I/S
	7	7	100.0	I/S	I/S	I/S	I/S	I/S
	8	4	100.0	I/S	I/S	I/S	I/S	I/S
Social Studies								
2005	3	7	100.0	N/A	N/A	N/A	N/A	N/A
	4	10	100.0	N/A	N/A	N/A	N/A	N/A
	5	1	100.0	N/A	N/A	N/A	N/A	N/A
	6	8	100.0	N/A	N/A	N/A	N/A	N/A
	7	7	100.0	N/A	N/A	N/A	N/A	N/A
	8	8	100.0	N/A	N/A	N/A	N/A	N/A
2006	3	14	100.0	0.0	53.8	23.1	23.1	46.2
	4	6	100.0	I/S	I/S	I/S	I/S	I/S
	5	10	100.0	I/S	I/S	I/S	I/S	I/S
	6	4	100.0	I/S	I/S	I/S	I/S	I/S
	7	7	100.0	I/S	I/S	I/S	I/S	I/S
	8	4	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 121)				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	19.4%	Down from 22.6%	4.0%	2.8%
Attendance rate	90.3%	Up from 88.5%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.0%	0.0%
Eligible for gifted and talented	0.0%	No change	3.9%	10.4%
On academic plans	0.0%	N/AV	49.2%	33.6%
On academic probation	0.0%	N/AV	3.0%	1.0%
With disabilities other than speech	39.2%	Down from 100.0%	7.2%	7.5%
Older than usual for grade	19.8%	Down from 22.3%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 24)				
Teachers with advanced degrees	58.3%	Up from 47.8%	51.7%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	4.8%	2.4%
Teachers with emergency or provisional certificates	4.8%	Up from 0.0%	2.6%	0.0%
Teachers returning from previous year	90.0%	Down from 91.3%	83.6%	87.3%
Teacher attendance rate	93.2%	Up from 91.5%	94.6%	94.9%
Average teacher salary	\$44,715	Up 1.0%	\$41,385	\$42,485
Prof. development days/teacher	9.6 days	Down from 12.1 days	14.4 days	13.3 days
School				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	5.6 to 1	Up from 5.0 to 1	16.4 to 1	18.6 to 1
Prime instructional time	81.9%	Up from 78.5%	88.5%	89.7%
Dollars spent per pupil*	\$2,081	Down 89.6%	\$7,687	\$6,557
Percent of expenditures for teacher salaries*	4.1%	Down from 64.9%	60.8%	64.0%
Percent of expenditures for instruction*	11.4%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.7%	Up from 95.6%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Excellent	No change	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Washington Center, located in Greenville, South Carolina, is a separate public school serving students having severe mental disabilities. Most of the students have concurrent disabilities such as autism, blindness, deafness, speech deficits, motor impairments, physical disabilities, etc. Students are served from throughout the district with special transportation provided. Staffing committees comprised of parents, administrators, classroom teachers, therapists, psychologists and agency representatives develop individualized educational programs for these students. Following federal Due Process procedures, recommendations for placement at Washington Center are made.

Students in grades K through 12, ages 5 to 21, attend Washington Center. During the school year 2005-2006, Washington Center served 123 students with 18 classroom teachers, one Homebound teacher and 43 para-educators. Support staff also includes a Work Adjustment teacher and a Daily Living teachers as well as art, music and adapted physical education teachers, three administrators, office support staff, a media specialist, physical, occupational and speech therapists, custodial and cafeteria staff, a registered nurse, two licensed practitioner nurses and an orderly. Vision, orientation and mobility, and hearing services are available on an itinerant basis for qualifying students.

The new Washington Center, occupied in the fall of 2005, is a prototype, state-of-the-art facility for special needs instruction. The school includes 18 classrooms, a multi-sensory suite, multi-purpose gym, a media center, art and music classrooms, a hortitherapy center and greenhouse, a daily living classroom, instructional kitchens and apartment, and a speech lab. Students have access to the state curriculum through standards-based instruction with evaluation via the PACT-Alternate and High School-Alternate Assessments.

The school offers many specialized programs: the Mobility Opportunities Via Education (M.O.V.E.), a comprehensive augmentative communication and assistive technology program, a hortitherapy and daily living program. Adaptive Physical Education is also offered. All programs are tailored to meet individual needs. Staff believes that Those You Think Cannot...Can! The mission of the school is to provide opportunities for students to explore and develop potential for independent functioning and community involvement by addressing students' individual needs and creating a partnership with home, school, and community.

Mrs. Ann Poole, Principal.

Mrs. Sarah Jane Tollison, School Improvement Council Chairman 2005-2006.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	19	0	11
Percent satisfied with learning environment	94.7%	N/A	100.0%
Percent satisfied with social and physical environment	100.0%	N/A	100.0%
Percent satisfied with school-home relations	72.2%	N/A	90.9%

*Only students at the highest elementary school grade level at this school and their parents were included.